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ABSTRACT

Governor's Committee findings and recommendations regarding the need for a branch campus of Arizona State University (ASU) on the west side of Maricopa County are presented. The campus would be limited to courses in the final 2 years of the college (i.e., upper level university). To determine the feasibility of the branch campus, a demographic analysis was conducted, followed by a study of sites, curriculum, and alternatives to a branch campus. Among the recommended planning guidelines are the following: the minimum enrollment, after 5 years' operation, should be about 4,500 full-time-equivalent (FTE) students; the desirable size of such a university is 6,500 to 8,500 FTE students and a maximum of 15,000 FTEs; the branch campus should have the same degree of autonomy as the present instructional college on the main campus; and the new school should not be allowed to offer any lower division courses, except in cooperation with the Maricopa Community College system. Among the recommended principles regarding curricula are the following: the role and scope of the institution should be determined during the planning period; a needs assessment of the West Side area should be initiated once the planning team is employed; course offerings should be concentrated in those academic areas for which the greatest student demand exists; initially, degree programs should be limited to the baccalaureate level, with the possible exception of a master's degree offering in education; and thought must be given to the non-degree programs of the college. Steps in planning the college, financing, and site considerations are briefly outlined, and results of the needs assessment and letters pertaining to the proposed campus are appended. (SW)

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A REPORT

TO THE THIRTY-THIRD LEGISLATURE STATE OF ARIZONA

on

THE FEASIBILITY OF ESTABLISHING A BRANCH OF ARIZONA STATE UNIVERSITY IN WESTERN MARICOPA COUNTY

FEBRUARY 1977

U.S. DEPARTMENT OF EDUCATION
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Charles Thomas Moore, Secretary

Delbert D. Weber, Dean ASU College of Education, Advisor

William Berry, Executive Dean, Phoenix College, Advisor

Lawrence Mehren, Editor

Dr. Charles Thomas Moore, Secretary to this Committee, suffered a fatal heart attack on December 23, 1976. The Committee had leaned very heavily on Dr. Moore's intimate knowledge of our problems, his ability to focus our attention to the critical areas, and to articulate the solutions we all searched for. This report is something less because he was not here to help us finish it, but it is a great deal more than what it would have been had he not been here at all.

The Committee also expresses deep gratitude to Dr. Delbert Weber, who served as consultant and researcher, and to Dr. William Berry for the many hours they gave us and the important contributions they made.

The chairman is very grateful for the splendid cooperation and work received from each member of the Committee. No one could ask for or receive better support than the individual members have brought to this final effort.

The Legislature and its committees may call on any member of this group to testify as to his findings and his experience in this work. We believe you will find many areas of expertise among them, but all have one common desire to serve the best interests of higher education in Arizona.

Jack W. Whiteman

Jack W. Whiteman, Chairman

REPORT OF

ASU BRANCH CAMPUS STUDY COMMITTEE

Origin and Mission

This Committee was authorized by an act of the Arizona Legislature, HB 2143. The ten members are representative of the fields of education, business, banking and government. At its organization meeting on July 23, 1976, Jack Whiteman and Allen L. Rosenberg were chosen as Chairman and Vice Chairman, respectively.

The mission of the Committee is to make a preliminary investigation of all facets involved in the establishment and operation of a branch campus of ASU on the west side of Maricopa County. Such a campus would be limited basically to courses in the final two years of the normal collegiate educational process. It is referred to herein as an upper level university (ULU, for the sake of brevity).

This report is directed to the Arizona Legislature, the Board of Regents and the President of Arizona State University.

The ULU Movement

The upper level university, which omits the first two years of undergraduate study, is relatively new in the United States. Presently such schools are operating in Texas, Florida, and Illinois and are being studied in several other states. The need for such institutions arises from the rapid expansion of community colleges that provide only for the first two years of post-secondary school and no opportunity for either baccalaureate or graduate degrees. The desire of our society to have upper division and graduate courses

available within commuting distances, the need for education brought about by change in business techniques and technologies and the ever present need for teachers to continue their education to a Master's Degree and beyond are all strong factors that add to the need for this new kind of educational facility and programming.

Supplement Rather Than Substitute

One advantage of the upper level university is that it keeps intact the operational philosophy of the community college system. (It is doubtful that the community college could become a four-year institution without losing its essential character of belonging to and serving the community for its vocational needs.) The upper level university builds on, rather than duplicates the community college, and offers the advantages of continuing education within the community in a broad range of academic, occupational, and technical educational programs.

Targeting in on the West Side

To determine whether or not a branch campus was feasible, a demographic analysis was conducted of Maricopa County with specific reference to that area west of Central Avenue and south of Cactus Road. Based on that analysis, it was concluded that:

1. By 1990 the population of Arizona will increase to 3,700,000--over double its 1970 population.

2. Maricopa County will maintain its relative share of the State's population and will grow to over two million persons by 1990. This population figure represents a growth rate of well over 100% between 1970 and 1990.

3. The estimated population of the study area (west side) was 506,000 in 1975.

Assuming that the west side maintains its relative share of the total Maricopa County population, its population will increase to 618,000 by 1980 and 842,000 by 1990. Given the present and likely long-term growth patterns of the County, these estimates appear to be conservative.

4. The population of Maricopa County has a high propensity to attend institutions of higher education; 6.25% of the general population participate in education today. Assuming that this percentage figure continues, by 1990 230,000 Arizona students will attend post-secondary institutions in 1990. 135,000 of these will be from Maricopa County and 52,500 from the West Side area under study.

5. Present enrollment of the Maricopa County Community College District is 51,000. Although the Maricopa County Community College system believes there will be a 4% increase per year, if we assume only a 2% increase, the District will enroll 66,000 students in 1990. The Maricopa County Community College system enrolls approximately 60% of its students in programs leading to a B. A. degree.

6. Even though considerable variance is used, from the above figures it is apparent that enrollment pressure on Arizona State University will become intolerable unless additional facilities for higher education are established.

7. The greatest population now and in future projections that is not served within a reasonable commuting time for a baccalaureate degree lies in the western part of Maricopa County.

Looking at Progress in Other States

Based on the above considerations, the Committee agreed to continue its study.

At subsequent meetings, sub-committees were formed for study of financing the Committee's work, site considerations, curriculum, and alternatives to a branch campus.

To learn firsthand of the problems and successes of established upper division universities and to examine their application to a West Side campus, Committee members Harold Porter, J. A. Riggins, Jr., Allen L. Rosenberg, and Jack W. Whiteman, accompanied by William Berry, Executive Dean of Phoenix College, Del Weber, Dean of Education, Arizona State University, and Charles Thomas Moore, Secretary to the Committee, conferred during the week of October 18, 1976, with educators in Texas and Florida and visited the campus of three different higher level universities in those areas. The Committee also visited the system's offices in Austin, Texas, and Tallahassee, Florida. Each visit averaged six to seven hours.

The Pros and the Cons

Among the Committee's findings were:

1. Not all upper level universities are an unqualified success. Generally, any lack of success can be attributed to insufficient enrollment. The area to be served should contain a minimum of 400,000 people; less than that number will find difficulty in achieving an enrollment of 4,500 full time equivalent students, the minimum believed necessary for cost efficient operation.

2. Success of the branch campus depends on a number of factors;

   a. The continuing commitment of the C.E.O., staff, and faculty to the upper level university concept;

   b. The closeness of the working relationship among community colleges and the upper division university; and

c. Close correlation of university programs with the needs of the community and the continuing close relationship, both academically and socially, to that community.

3. The transferability of lower division credits from community colleges to the upper division school is a significant and fairly pervasive problem. Florida has approached the problem by agreeing upon a set of lower division courses which will be accepted by the Florida upper division university.

Whence the Students?

The soundness of the ULU concept rests to a considerable degree on the premise that there exists within the region served by that institution one or more community colleges which will provide a significant number of students who have completed the first two years of collegiate work. The five community colleges (CCs) in Maricopa County currently enroll 50,000. Of these, a total of 33,000 are on the West Side: Phoenix College (14,000), Maricopa Technical CC (5,600), and Glendale CC (13,400). Approximately 60% of these 33,000 or 19,800 are enrolled in transfer programs leading directly to a BA degree.

Although the other 40% are enrolled in programs normally completed in two years or less, experience demonstrates that a number of them later develop aspirations to continue towards the BA degree. This phenomenon is enhanced by the concept of ladder/lattice programming in occupational education. Although concise data are not available, approximately 26% (5,000) of these will be classified as sophomores in a given year. Thus there are significant numbers of students in western Maricopa County who are poten-

tial enrollees in the ULU. The figure of 5,000 headcount translates into approximately 3,500 FTSE at the current conversion ratio of .7. Projections of these figures for 1980 and 1990 are shown.

In addition to the above estimates, there should be added those students living on the West Side now attending ASU who perhaps would attend a community college if continuation at the ULU were assured.

The Need for Careful Coordination

A significant factor is the extent to which an ULU could develop programs which would "fit" with those provided at the CCs. It is this problem that makes coordination between these institutions of vital importance.

There now is in effect in Arizona an agreement on transfer of CC work to the three universities, embodied in the "course equivalency guide." This guide was commissioned jointly by the Board of Regents and the State Board of Directors of CCs. Several years ago it was formally adopted by both bodies. It is now maintained on a current basis and serves as an important source of information on transferability for all concerned. In addition, there is an unofficial group known as the Higher Education Coordinating Council (HECC) with representatives from each CC and university in Arizona which deals with inter-institutional issues. Also, there has developed an excellent working relationship of faculties down to the departmental level among most institutions. As a consequence of these factors, there now is a sufficient amount of cooperation to eliminate most transfer problems that may arise.

It would seem necessary, however, to establish additional relationships to assure

that programming at the CCs and at the ULU be developed in a manner providing the transfer student with little or no programming pitfalls attributable to either institution. This process would include not only the basic programming of the common curricula, but should cover institutional publications, counseling advice, scheduling of classes and of cyclic courses, etc. Such will require more than the informal and unofficial relationships that now exist, and perhaps would call for a staff person or persons whose responsibilities would include (perhaps exclusively) directing inter-institutional planning and programming.

The articulation desired must provide optimum educational programming arrangements for the transfer student while at the same time allowing each institution to remain true to its intended role and function.

Recommended Planning Guidelines

1. Planning from authorization to opening will take a minimum of three years.

2. A firm and continuing commitment by the Legislature must be made before anything further is done.

3. The minimum enrollment, after five years' operation, should be approximately 4,500 full time equivalent students. This number is necessary to achieve economical operation and to offer a comprehensive program.

4. The desirable size of such a university is 6,500 to 8,500 FTE students and a maximum of 15,000 FTEs.

5. The branch campus should operate at the discretion of the President of ASU and in accordance with Board policy. However, sufficient latitude should be provided to the Branch Campus to enable it to operate with the same degree of autonomy as present instructional colleges on the main campus and in consonance with its purposes and the needs of the community

6. The institution should, wherever possible, utilize existing support areas of the parent campus; i.e., admissions, registration, purchasing institutional studies, facilities, planning, etc.

7. It could at some appropriate time and under certain conditions become autonomous and independent.

8. The new school should not be allowed to offer any lower division courses except in cooperation with the Maricopa Community College system.

9. A careful coordinating system between this institution and community colleges should be established.

Curriculum

Although House Bill 2143 charged the Branch Campus Committee with the responsibility for outlining a proposed curriculum, the Committee has concluded that it should undertake that task only in the most general way. Detailed planning of a curriculum, including program listings, courses, requirements, etc., should be left to a planning team, and subsequently, those faculty who are assigned to the institution.

Curricula Principles

The committee recommends, however, that consideration be given to the following general principles as curricula are developed:

1. The role and scope of the institution should be determined during the planning period. The committee recommends that the original commitment of the institution be to excellence in teaching and to limited public service.

2. Fulfilling the educational needs of the West Side area should be the major, initial responsibility of the Branch Campus. Therefore, a needs assessment of the area should be initiated once the planning team is employed. Priorities for the development of individual programs should be based on the projected needs of the students of this area, as well as business, government, schools, and industry. In addition, university administrators should maintain continuing discussions with community leaders in business, education, government, and labor to insure program responsiveness.

3. Course offerings should be concentrated in those academic areas for which the greatest student demand exists. At the present, this would appear to be liberal arts, teacher education, and business administration. Limited resources should not be diluted by offering a large number of courses, degree programs and services in other areas until the Branch Campus develops a strong student base.

4. The primary education function should be in the student's major field and in supporting minor fields and should be given priority over all other educational programs. General education courses will more properly have been taken prior to entrance to the upper level college.

5. Thought must be given to the non-degree programs of the college; that is, those programs which are educational in nature but which do not culminate in a college degree. Examples are extension services, adult and continuing education, public services, general cultural or social interest courses and community service.

6. Initially, degree programs should be limited to the baccalaureate level, with the possible exception of a Master's Degree offering in Education. Graduate work should be offered only when the student base warrants and appropriate human and library resources are available.

7. Articulation and transfer agreements must be established with community colleges during the period in which planning for the new institution is taking place. It is recommended that a board of advisors, composed of the chief executive officers of the surrounding community colleges, be established. This group should meet regularly to advise the Branch Campus on their particular needs.

Site Considerations

A university which is expected to serve the needs of a rapidly increasing state population and to serve those needs for a minimum of 75 years should have at least 500 acres for site. Of the three universities that the Committee visited none had less than 500 acres, and the University of North Florida had over 1,000 acres. Both the University of Houston at Clearlake and the University of Texas at Dallas were located approximately in the center of the populations they were designed to serve. The University of North Florida was a considerable distance from the center of its population, and the success it had attained was markedly less than that of either Texas institution.

There are many suitable sites in western Maricopa County, and we believe there are several which could be obtained at no expense to the State by interchange of State lands or by a grant from private developers. For political reasons, we think the latter is less desirable. We believe the final selection of site should be the determination of a planning commission in cooperation with the State Land Department.

Financing

Assumptions:

1. A site can be obtained at no cost.

2. 120 sq. ft. of non-residential assignable building space per full time equivalent student should be provided.

3. 5,000 full time equivalent students will be enrolled within five years.

4. Building and site preparation will be $24 million dollars for 600,00 sq. ft. at a current cost of $40 sq. ft.

Financing could be provided in the traditional way by direct appropriation from the Legislature, but the Committee feels that a financing scheme should be studied which would allow the costs of the facility to be paid for as they are used and by those who use them. One such possible way would be through a private industrial corporation designed to build the facility, using tax exempt bonds for financing, and lease to the State. It is estimated that such rent would approximate 1.65 million dollars per year. Assuming 5,000 FTEs and three semesters per year, the cost per semester credit hour would be $7.33 or about $110 per semester per student which would be less than the costs of commuting the additional distance to the present ASU site even if ASU could provide the facilities on the present campus. This cost to the student would be further offset by a reduction in the student fees necessary for intercollegiate athletics.

Planning

From the time a commitment is made by the Legislature, it will require a minimum of three years to plan and implement this institution. A chief executive officer should be the first hired with a small staff gradually expanding tc include the heads of each college to plan curriculum and hire instructional staff.

The major elements of planning the college will be as follows:

1. Setting Forth Programs.

The program plan must be compatible with the student needs and the needs of the larger region and must be in harmony with all elements of the higher institutions of

the State. The general and distinctive nature of the academic program, general education, philosophies and purposes and the means to be utilized must be set forth.

2. Staffing.

After the academic plan has been set forth, faculty and other personnel can be employed. Faculty should be compatible with the program plan.

3. Organizational Structure.

The means by which the upper level university should be organized to best deliver its academic plan must be decided.

4. Financial Resources.

An operating budget will need to be formulated by administrative officers, including funds for planning, rental of space, utilities, and maintenance of facilities, faculty for academic operations, campus site data, architectural fees, and acquisition of furniture, equipment and library materials.

5. Physical Master Plan.

The physical master plan is an implementation of the program plan and should be conceived after answering basic questions as to the number of students, the nature of the academic plan, the organizational functioning of the college, the mental and physical environment requirements and the philosophy and goals of the institution.

The budget for the first three years of operation which will enable the planning staff to set forth the academic plan , personnel staffing, and organizational and physical resources needed for the campus is attached as Appendix B.

SUMMARY FINDINGS AND RECOMMENDATIONS
of
ASU BRANCH STUDY COMMITTEE

1. Arizona needs more facilities for higher education.

2. The best way to begin serving these needs is an upper division university located in Western Maricopa County.

3. This additional institution will not significantly reduce the demands on ASU main campus.

4. After absorbing start-up costs, operational expense will not be greater than comparable upper division education at the main campus.

CONCLUSION

We respectfully recommend to the Arizona Legislature that a full commitment be made to this concept and that appropriations be made for planning in the 1977-78 budget.

We would further suggest an operational objective for this institution in the fall semester of 1980.

APPENDIX A

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

FALL HEADCOUNT - ENROLLMENT IN CREDIT COURSES, 1970 - 1976

Year	Glendale	Maricopa Tech.	Mesa	Phoenix College	Scottsdale	Total Headcount
1970-71	6,335	5,311	6,336	9,897	948	28,827
1971-72	6,589	5,686	6,723	10,133	2,099	31,230
1972-73	7,060	6,261	6,904	10,286	3,246	33,757
1973-74	8,373	6,344	7,696	10,876	3,644	36,933
1974-75	9,794	7,505	9,706	11,914	4,622	43,541
1975-76	12,094	6,109	11,702	13,990	5,729	49,624
1976-77	12,474	6,067	11,992	13,853	6,505	50,891
Projection						
1977-78	--	--	--	--	--	52,926*
1978-79	--	--	--	--	--	55,043*
1979-80	--	--	--	--	--	57,244*
1980-81	--	--	--	--	--	59,534*
1981-82	--	--	--	--	--	63,000*

*Projections assume a 4% increase per year.

Source: Maricopa County Community College District
Projections by Committee Staff

APPENDIX B

PROPOSED BRANCH CAMPUS BUDGET - Three Year Period

I. PERSONNEL	Year 1	Year 2	Year 3
Chief Executive Officer	$ 40,000	$ 42,500	$ 45,000
Secretary	8,000	8,500	9,100
Finance Officer	35,000	37,100	39,300
Secretary	7,000	7,500	7,950
Academic Planning Officer	35,000	37,100	39,300
Secretary	7,000	7,500	7,950
Coordinators			
Business		35,000	37,100
Education		35,000	37,100
Liberal Arts		35,000	37,100
Secretarial Assistance		16,000	17,000
* Student Services and Maintenance			30,000
TOTAL PERSONNEL	$ 132,000	$ 261,200	$ 306,900
II. ** OPERATIONAL EXPENSE	50,000	75,000	100,000
GRAND TOTAL	$ 182,000	$ 336,200	$ 406,900

* Assume no funds for office furnishings and 6% across-the-board increase in all areas.

** ASU campus support personnel in library, registration, student services, etc.

APPENDIX C

ESTIMATES OF POPULATION OF ARIZONA COUNTIES

State and County	1970	1975	% Change 1970-1975	1980	% Change 1970-1980	1990	% Change 1970-1990
Arizona	1,775,400	2,224,000	25.3%	2,739,000	54.3%	3,709,000	108.9%
Maricopa	971,200	1,217,500	25.4%	1,507,000	55.2%	2,054,000	111.5%
Pima	351,700	441,200	25.4%	538,000	53.0%	708,000	101.3%
All Others	452,500	565,300	24.9%	694,000	53.4%	947,000	109.3%

Source: Population Estimates of Arizona, Department of Economic Security, 1976

ESTIMATES OF PARTICIPATION RATES OF PERSONS IN HIGHER EDUCATION, MARICOPA COUNTY AND WEST PHOENIX METROPOLITAN AREA, 1975

1. 1975 A.S.U. Enrollment = 36,441 x .78 (78% of persons attending A.S.U. are in-State students) = 28,424 x .94 (94% of in-State students attending A.S.U. are from Maricopa County) = 26,719.
2. 1975 Maricopa County Community College District Headcount Enrollment = 49,624 x .96 (96% of M.C.C.C.D. students are Arizona residents) = 47,639.
3. Add 600 persons for Grand Canyon College.
4. Total of Maricopa County persons attending Public and Private Institutions of Higher Education in Maricopa County = 74,958.
5. Divide 74,958 by 1.2 mill (population of Maricopa County, 1975) = 6.25 which is the per cent of Maricopa County residents attending institutions of Higher Education.
6. Using 6.25%, the estimated participation of persons in Higher Education west of Central Avenue is approximately 33,000.

Source: Committee Staff

FEASIBILITY STUDY FOR UPPER DIVISION COURSE OFFERINGS IN GLENDALE AREA, APRIL, 1974

SELECTED FINDINGS

1. Enrollments at the time survey was made:

	Glendale Community College	Phoenix College	Total
Day	3,813	4,483	8,296
Evening	4,055	5,889	9,944
TOTAL	7,868	10,372*	18,240

2.

	Glendale Community College	Phoenix College	Total
Number of Responses	4,526	2,380	6,906
Responses as Per Cent of Enrollment	57.5	57.4	57.5

* 3. There were 2,627 students who indicated they "Definitely" would attend if upper division courses were offered by A.S.U. in the Glendale area.

* 4. Another 2,473 students indicated they "Probably" would attend if upper division courses were offered by A.S.U. in the Glendale area.

* 5. The number of students who "Definitely" would attend (2,627) plus the number who "Probably" would attend (2,473) makes a total of 5,100.

6. Approximately 74 per cent (5,100 out of 6,906) of the students responded either "Definitely" would attend or "Probably" would attend if upper division courses were offered by A.S.U. in Glendale.

7. Responses indicating areas of interest were as follows:

a.	Business Administration	1,815
b.	Liberal Arts	1,233
c.	Education	626
d.	Other	1,248

8. About 75 per cent of all respondees plan to attend a four-year college.

*Phoenix College enrollment in the survey area was 4,149 (40% of 10,372). Therefore, the total number of students in the survey area of both colleges was 12,017.

**These figures are totals from both populations - Glendale Community College and Phoenix College.

Source: Arizona State University

ARIZONA STATE UNIVERSITY

NET ASSIGNABLE SQUARE FEET OF INSTRUCTION-RELATED SPACE PER FTE STUDENT

1964-1975

Sept.	FTE Enrollment	Non-Residential Net Assignable Sq. Ft. Total	Per FTE
1964	13,671	974,280	71.3
1965	15,924	1,092,835	68.6
1966	17,692	1,312,660	74.2
1967	19,016	N/A	N/A
1968	20,164	1,538,107	76.3
1969	21,815	1,631,313	74.8
1970	23,022	1,841,139	79.9
1971	23,377	N/A	N/A
1972	23,571	2,012,826	85.4
1973	24,383	2,181,655	89.5
1974	25,996	2,256,383	86.8
1975	28,184	2,294,184	81.4

Non-Residential Net Assignable Square Feet Per FTE Student

	A.S.U.**	Comparable Public*
Classroom	12.7	10
Laboratory	22.4	29
Office	20.7	26
Study	8.4	10
Special Use	6.0	12
General Use	10.9	14
Supporting	4.3	11
Renovating	.2	3
TOTAL	85.6	118

*Inventory of Physical Facilities in Institutions of High Education, Fall, 1970, Fall 1971 (Preliminary Report), High Education Facilities Service, Inc., Raleigh, N. C.

**Page 71, Volume I, University Development in the Mid-Seventies, Nov., 1973 (Draft), Arizona Board of Regents Staff.

Source: A.S.U. Office of Institutional Studies.

EACH COUNTY'S PROPORTION
of
ARIZONA'S TOTAL POPULATION

County	1970	1975	1980	1990
Maricopa	54.7%	54.7%	55.0%	55.4%
Pima	19.8%	19.8%	19.6%	19.1%
All Others	25.5%	25.5%	25.4%	25.5%
STATE TOTAL	100.0%	100.0%	100.0%	100.0%

Source: Population Estimates of Arizona
Department of Economic Security, 1976

CHANGE IN POPULATION BY SELECTED AGE GROUPS

PHOENIX AND WEST SIDE COMMUNITIES

1960, 1970, 1975

Age Group	1960	1970	% Change 1960-70	1975	% Change 1970-75
5 to 9	30,895	43,602	41.1%	44,503	2.1%
10 to 17	43,265	67,823	56.4	79,757	17.6
18 to 24	24,569	80,414	227.3	108,490	34.9
25 to 34	39,216	51,825	32.2	75,960	46.6

Source: U. S. Census Counts, Department of Commerce

APOLLO HIGH SCHOOL DISTRIBUTIVE EDUCATION CLUB

FEASIBILITY AND IMPACT STUDY OF A FOURTH UNIVERSITY

Spring, 1976

SAMPLE

Apollo and Glendale High School Students	1,112
Glendale and Phoenix Community College Students	931
General Public	526
TOTAL	2,569

		Yes	No	Not Sure
Question 6	With location in mind, do you feel there is a need to establish a new university in the Northwest Phoenix/Glendale area?	68	14	18
Question 7	If a fourth university was built and located in the Northwest Phoenix/Glendale area, would you prefer to attend it as opposed to Arizona State University, Phoenix College or Glendale Community College?	60	18	22

Source: Distributive Education Club Survey, Apollo High School

APPENDIX J.

UPPER DIVISION AND GRADUATE ENROLLMENTS BY COLLEGE FOR STUDENTS WITH WEST SIDE ADDRESSES ATTENDING A.S.U., FALL 1975

College	Total Upper	West Side Upper	% West Side Is of Total	Total Grad.	West Side Grad.	% West Side Is of Total	Total Upper & Grad.	West Side Upper & Grad.	% Total West Side Is Total A.S.U.
Fine Arts	1,081	131	12%	516	74	14%	1,597	205	13%
Liberal Arts	4,175	716	15	1,932	269	14	6,107	985	16
Education	1,966	397	20	3,144	613	19	5,110	1,010	20
Business	2,940	335	11	1,493	268	18	4,433	603	14
Engineering	1,368	177	13	773	151	20	2,141	328	15
Architecture	190	-0-	-0-	21	3	14	211	3	1
Law	-0-	-0-	-0-	399	42	11	399	42	11
Criminal Justice	264	20	8	88	24	27	352	44	13
Nursing	468	41	9	123	19	15	591	60	10
Social Service	-0-	-0-	-0-	193	-0-	-0-	193	-0-	-0-
TOTAL	12,452	1,817	14.6	8,682	1,463	13.7	21,134	2,896	14

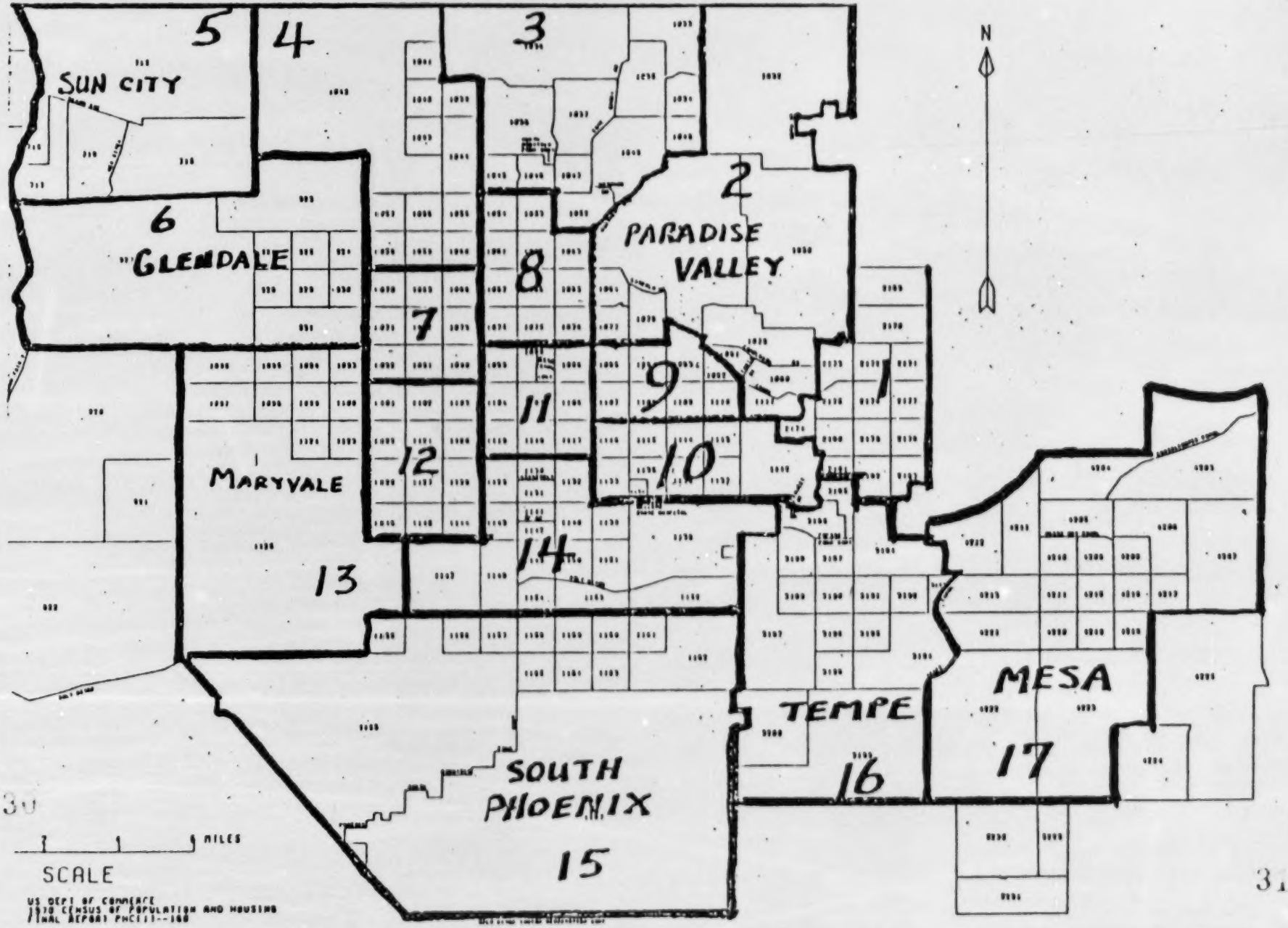
Source: Arizona State University

POPULATION - METRO-PHOENIX

District	April, 1970 Census	1975 Estimated	% Change 1970-75
1	69,085	88,000	+33%
2	34,570	51,000	+48%
3	41,340	72,000	+74%
4	57,614	100,000	+74%
5	21,170	43,000	+103%
6	38,494	68,000	+77%
7	51,962	56,000	+8%
8	49,943	61,000	+22%
9	42,320	44,000	+4%
10 (14)	50,935	56,000	+10%
11 (10)	48,480	48,000	-1%
12 (11)	48,755	49,000	+1%
13 (12)	55,146	79,000	+43%
14 (13-15)	71,778	65,000	-9%
15 (16)	45,497	60,000	+32%
16 (17)	68,523	99,000	+44%
17 (18)	70,963	105,000	+48%
18 (19)	44,763	83,000	+85%
19 (20)	58,087	92,000	+58%
TOTAL AREA	969,425	1,319,000	+36%

Source: Inside Phoenix, 1976

See Map on Following Page


5
SUN CITY
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PARADISE VALLEY
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GLENDALE
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MARYVALE
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MESA
TEMPE
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SOUTH PHOENIX
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SCALE
MILES
US DEPT OF COMMERCE
1970 CENSUS OF POPULATION AND HOUSING
FINAL REPORT PHC(1)--168

REYNOLDS ALUMINUM

MILL PRODUCTS DIVISION

January 31, 1977

Mr. Jack Whiteman
Chairman of the Governor's Commission
7002 North 57th Place
Paradise Valley, Arizona 85254

Dear Mr. Whiteman:

RE: Westside Branch Campus, Arizona State University

It took only a brief survey of our personnel to reveal a strong enthusiasm for a Westside Branch Campus of A.S.U.

Several of our Reynolds employees, working in a wide range of positions, enroll at A.S.U. each semester in order to take job-related courses. They are encouraged to do so by Reynolds Metals Company via our emphasis on Human Resource Development and our tuition refund program. Some of our employees attend A.S.U. during the evening in order to complete the requirements for a degree. Many others attend night courses in order to increase or refresh their knowledge in job-related areas.

We have found our employees eager to participate in evening courses (including those relating to technical, professional, managerial and secretarial-clerical positions) in order to complement their on-the-job experiences and improve their skills for promotional purposes.

Since we are located on the west side of Phoenix, many of our employees choose to live in this area in order to be convenient to work. Certainly it is not so convenient for them to attend courses at A.S.U.; and the distance and time involved just to get to and from a classroom in Tempe is one complaint we do hear. Consequently the prospect of having a Westside Branch Campus is a most welcome idea which we feel would enable and encourage even more of our employees to attend classes after work.

We are also familiar with the many fine seminars provided by A.S.U. related to management, personnel administration, supervisory training, executive secretarial training, etc. Should such seminars be made available in our area of the Valley, it would certainly be more feasible for many of our employees to participate.

CENTRAL Arizona Bank
FEB 7 1977
JACK W. WHITEMAN

REYNOLDS METALS COMPANY · 3501 W. VAN BUREN STREET · PHOENIX, ARIZONA 85009 · 602/272-3232

The management at Reynolds wishes to heartily endorse the building of a Westside Branch Campus of Arizona State University.

Sincerely yours,

D. Quaranta

Dino Quaranta
Manager, Industrial Relations

sb

cc: G. Monie
H. Porter

Unidynamics
Phoenix, inc.

P.O. BOX 2990 PHOENIX, ARIZONA 85062
602-935-8011 TWX 910-959-0883 TELEX 667-496

Jack Stein, President

1 February 1977

Mr. Jack Whiteman, Chairman
Governor's Commission
7002 North 57th Place
Paradise Valley, Arizona 85254

Subject: Westside Branch Campus of ASU

Dear Mr. Whiteman:

Unidynamics/Phoenix, Inc. is engaged in research, development and production of components and subsystems for the defense effort. We would be classified as a moderately high if not high technology company. We employ about 250 people. A westside branch campus could provide a number of benefits to us, primarily on a night-time basis.

1. Broaden and update current professional staff capabilities including advanced degrees.

2. Provide opportunity for semi-skilled to obtain degree.

3. Management training.

4. Computer aided design and administrative control.

5. Cultural balance.

6. Consultation from the branch campus staff.

Some of the above are available and have been employed with ASU-Tempe, but the logistics are discouraging.

Unidynamics/Phoenix pays full cost for those who take and pass pertinent course work, but probably less than 10 percent of those who might participate actually do participate.

I have not tried to get specific about curriculum; however, we are clearly interested in mathematics, mechanical engineering, electronics, physics, chemistry, and computer technology, all at the current state-of-the-art.

Sincerely,

Jack B. Stein

EMPIRE MACHINERY CO.
FEB 7 1977
JACK W. WHITEMAN

mah

GLENDALE CHAMBER of COMMERCE
7125 North 58th Drive
Glendale, Arizona 85301
(602) 937-4754

January 26, 1977

Mr. Jack Whiteman, Chairman
Governor's Committee on Branch Campus
7002 North 57th Place
Paradise Valley, AZ 85254

Dear Mr. Whiteman:

Glendale is in the center of the fastest growing area in Maricopa County. From 1970 to 1975 Glendale grew at 85.3% to a city as of January 1, 1976 of 67,298 persons. The Metro-Glendale/Northwest Phoenix and West Phoenix areas grew greatly also. According to our information, the growth line would center and pass through the heart of Glendale.

This spells out, we feel, that Glendale would be an ideal location for a branch college to be centrally located to serve not only the Glendale students, but also those of north and northwest Phoenix and west Phoenix/Litchfield Park areas. Convenience to a large area is essential, and Glendale is that for more students.

Evidence that Glendale and the area would support a campus are born out by the fantastic growth of Glendale Community College and the area they draw from. The pattern of attendance figures there would show from whence the students come and would come to the new campus.

Glendale itself has long been a prominent of higher education, working to locate Glendale Community College here, then going to work to help it be successful. I don't think any city can boast of closer ties, and actual helps to the college than our City. Attest the community college joint use pool built by the City on the campus grounds. Lighting projects with them, and other schools. A joint use pool is also at Glendale's Apollo High School. Also the city arranged for our subsidized bus service to serve the college.

The people of Glendale want and would support a branch campus. The Glendale Leadership Forum (town hall) directed us, and the City leaders years ago to work forward to attain a higher education facility in Glendale.

The City of Glendale, the Chamber of Commerce, and the people of Glendale are ready, willing, and able to help you locate the new facility here and serve it with all it needs to be an outstanding college.

Sincerely,

Hartford R. Avery

Hartford R. Avery,
Past President

HRA:jj

ACCREDITED
CHAMBER OF COMMERCE

Western Electric

Phoenix Works

505 North 51st Avenue
Phoenix, Ariz.
602 261 - 5000
Address Mail To:
P. O. Box 13369
Phoenix, Ariz. 85002

FEB 01 1977

MR. JACK WHITEMAN
7002 North 57th Place
Paradise Valley, Arizona 85254

Dear Mr. Whiteman:

Mr. Harold W. Porter has asked for our opinion on the feasibility of a Westside Branch Campus of Arizona State University.

Our Company offers a Tuition Refund program for employees who wish to supplement their education through attendance at an accredited college or university. Many people have completed work at the junior college level and have obtained AA degrees; however, they seem reluctant to transfer credits and make trips to Arizona State University because of the travel time and expense involved. Surveys have indicated that the majority of our employees live in northwestern or west Phoenix areas, or in other westside communities.

A Branch Campus could provide advanced training in a number of technical fields which might aid our Company; i.e., engineering, accounting, computer operations, personnel and labor relations, and general business administration.

Before the Governor's Commission was established, two of our employees, Mr. M. L. Bivins and Mrs. L. M. Dunham, were working with task forces to gather preliminary information regarding the feasibility of a Branch Campus on the Westside. We hope their efforts will not have been in vain.

Sincerely,

D. E. Heaton

D. E. HEATON, Department Chief
Personnel and Public Relations

Copy to:
Harold W. Porter

EMPIRE MACHINERY CO.
FEB 7 1977

CITY OF AVONDALE

PHONE: 932-2400

CITY HALL 525 NORTH CENTRAL AVENUE · AVONDALE, ARIZONA 85323

February 4, 1977

MAYOR
DESSIE M. LORENZ

VICE MAYOR
LOWELL RIEFKOHL

COUNCILMAN
JON R. MONTGOMERY

COUNCILMAN
A. B. SERNAS

COUNCILMAN
DAVID V. SAUSEDO

COUNCILMAN
BRUCE E. LUNDMARK

COUNCILMAN
WALTER CRANE

CITY MANAGER
CARLOS V. PALMA

CITY ATTORNEY
FRANK L. ROSS

Mr. Jack Whitman
7002 North 57th Place
Paradise Valley, Arizona 85254

Dear Mr. Whitman:

I am delighted to hear that our efforts for a Westside branch campus will finally be put together in a report for submission to the State Legislature. I hope that upon submission of this report, the State Legislature will see the need for establishing a University branch campus on the Westside.

In the letter received from Mr. Porter, I was requested to outline the reasons why a Westside campus was needed. To me these needs can be put together in a nutshell into four reasons:

a) Growth

b) Energy conservation

c) Economics

d) Culture expansion

I am sure I do not have to convince you of the potential growth expected in the Westside. Along with this growth comes the problems of providing adequate services such as transportation, adequate roads, medical and educational facilities. Along with the demand for services arises the demand for more energy in the form of gasoline, water, and electricity. We know that our nation now and in the future will continue to experience shortages in this area. If one just takes a moment and takes into account the many students now commuting back and forth from the Westside to Arizona State University or to other institutions of higher learning in Phoenix, we can see that this situation only compounds our energy problems. I realize that there may be other ways of resolving these problems, such as transportation, but the solution for need of a campus is not that simple, especially

EMPIRE MACHINERY CO.

when economics is considered. Many westside students are barely able to afford completing high school much less expecting them to commute back and forth from their homes on the Westside to ASU. I do not have any numbers now, but I am sure that there are a lot of young people in this predicament. In many cases, economics is the major obstacle for a lot of potentially good students deciding not to continue their education in college.

We are sure that if a University branch campus is located in the Westside, it will have a direct impact in the areas of unemployment, crime, and juvenile delinquency. We are sure that the location of a branch campus will have the effect of lifting our social standing somewhat. As was suggested in the letter by Mr. Porter, I am enclosing a copy of the resolution passed by the City Council supporting a branch campus in the Westside. I hope that the above comments will be of some use in supporting our claims for a University branch campus in the Westside. Good luck with your report and thank you for your support.

Sincerely,

Dessie M. Lorenz

DESSIE M. LORENZ
Mayor

cc: Mr. Porter

RESOLUTION NO. 261

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF AVONDALE, MARICOPA COUNTY, ARIZONA, REQUESTING THE LEGISLATURE AND THE BOARD OF REGENTS TO CONSIDER THE ESTABLISHMENT OF A UNIVERSITY IN WESTERN MARICOPA COUNTY.

WHEREAS, the Mayor and Council of the City of Avondale recognize the need for a State University in western Maricopa County for senior level and graduate studies; and

WHEREAS, thousand of students residing in western Maricopa County must delay or forego the pursuit of a university degree because of the time and expense involved in traveling from western Maricopa County to Arizona State University; and

WHEREAS, the Mayor and Council of the City of Avondale wish to lend their total support to the establishment of a State University in western Maricopa County, Arizona.

NOW, THEREFORE, BE IT RESOLVED as follows:

Section 1. That the Mayor and Council of the City of Avondale, Maricopa County, Arizona, hereby offer full cooperation to the Legislature and the Board of Regents in establishing a State University Campus in western Maricopa County.

Section 2. That the Mayor and Council of the City of Avondale, Maricopa County, Arizona, urge the Legislature and the Board of Regents to give serious consideration to the establishment of a State University Campus in western Maricopa County as soon as possible.

Section 3. That the Mayor and Council of the City of Avondale, Maricopa County, Arizona, will continue to publicize and pursue the goal of higher educational opportunities for citizens of western Maricopa County.

PASSED AND ADOPTED BY THE COUNCIL OF THE CITY OF AVONDALE this 2nd day of February, 1976.

APPROVED BY THE MAYOR this 2nd day of February, 1976.

Dennis M. Lorenz
MAYOR

Mary Velez
CITY CLERK

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 58TH COMBAT SUPPORT GROUP (TAC)
LUKE AIR FORCE BASE, ARIZONA 85309

2 February 1977

OFFICE OF THE COMMANDER

Mr. Jack Whiteman
7002 North 57th Place
Paradise Valley, Az 85254

Dear Mr Whiteman

Mr. Harold Porter, a member of your commission, has requested that I provide you with impact data concerning the proposal to establish a Westside Branch Campus of Arizona State University as it pertains to personnel stationed at Luke Air Force Base. One of our primary concerns is the present inaccessibility of "upper-division" undergraduate study programs leading to baccalaureate degrees for our enlisted personnel. The other major concern is to provide officer and enlisted personnel with the opportunity to complete a program of graduate study on an "off-duty" basis in a field of their choice, during their tour of duty at Luke Air Force Base.

In partial fulfillment of these educational requirements, we are presently using out-of-state institutions to provide two graduate and one undergraduate programs. The majority of the personnel requiring upper-division undergraduate study in the technical fields must commute to the Arizona State University main campus during their off-duty time or request a semester's permissive temporary duty (release from duty schedule) to attend college. These solutions to the satisfaction of an individual's educational desires are at best very expensive in terms of time/money to both the individual and the United States Air Force.

The establishment of a Westside Branch of the Arizona State University would permit attendance of service personnel during their off-duty time and minimize the need for issuing permissive temporary duty orders to accomplish their goals. If specific graduate study programs were offered, it would alleviate the need to seek out-of-state programs.

The attachments to this letter have been furnished to give you a more complete overview of our educational requirements. If you have need for any further information or clarification of the data provided, please feel free to contact me at any time.

Your interest in considering the educational needs of the officer

and enlisted personnel stationed at Luke Air Force Base is greatly appreciated by the United States Air Force.

Sincerely

IRA L. KIMES, JR. Colonel, USAF
Commander

1 Attachment
Overview Data

INTRODUCTION

The majority of the over two thousand service personnel and their dependents, that attend college annually on a part-time/off-duty basis, are restricted by time, money and distance factors to courses offered at nearby local colleges or on-base facilities. Service personnel use VA in service tuition assistance and/or United States Air Force tuition assistance funding to help defray the cost of obtaining their educational goals. The enclosures to this attachment set forth the various types of programs being pursued by base personnel at the present time:

- Graduate Study Programs -
- Undergraduate (lower-division) Study Programs -
- Undergraduate (upper-division) Study Programs -
- Special Programs -
- Additional Comments -

GRADUATE STUDY PROGRAM

University of Northern Colorado - MA Degree in Public Administration

Location: On-Base classes.
Enrollment: Approximately 25-30 students per quarter.
Attendance: Off-Duty time.
Cost: $60.00 per quarter hour (as of 1 Apr 77 $68 QH).

University of Utah - MBA

Location: On-Base classes.
Enrollment: Approximately 25-30 students per quarter.
Attendance: Off-Duty time.
Cost: $60.00 per quarter hour.

University of Northern Arizona - MA in Counseling and Guidance

Location: On-Base classes.
Enrollment: Approximately 20-25 students per semester
Attendance: Off-Duty time.
Cost: $30.00 per semester hour.

Requirements not being satisfied - Graduate study in the fields of Engineering, Computer Science, Mathematics, Physics, and Electronic Technology.

UNDERGRADUATE (Lower-Division) STUDY PROGRAM

Glendale Community College - AA/AS Degrees

Location: On-Base and Off-Base Classes
Enrollment: Approximately 700-800 students per semester
Attendance: Off-Duty Time
Cost: $25.00 up to 9 SH and $45.00 over 10SH

Phoenix College - Emergency Medical Technician - AA/AS Degrees

Location: On-Base Class for EMT only.
Enrollment: Approximately 30-45 students per semester.
Attendance: Off-Duty time.
Cost: Same as Glendale Community College.

Maricopa Technical Community College - Technical Training - AA/AS Degrees

Location: Off-Base classes only.
Enrollment: Approximately 20-35 students per semester.
Attendance: Off-Duty time.
Cost: Same as Glendale Community College.

REMARKS: We have and continue to receive excellent support from these colleges in satisfying the obtainment of the core courses in basic general education for personnel with less than a year of college credit.

UNDERGRADUATE (Upper-Division) STUDY PROGRAMS

Park College, Missouri - Baccalaureate in Hospital Administration and Social Psychology

Location: On-Base classes.
Enrollment: Approximately 25-30 students per term.
Attendance: Off-Duty time.
Cost: $40.00 per semester hour.

Grand Canyon College - Baccalaureate in non-technical fields

Location: Off-Base classes.
Enrollment: Approximately 20-25 students per semester.
Attendance: Off-Duty time.
Cost: $45.00 per semester hour.

Requirements not being met - four year degree completion programs in the technical fields of Engineering, Computer Science, Mathematics, Electronics Technology, and Physics for personnel with a year or more of college credit. POTENTIAL STUDENTS - Airmen desiring to enter commissioning programs, Airman's Education and Commissioning Program (AECP), Air Force Reserve Officer Training Program (AFROTC), and direct entry into Officer Training School (for personnel with degrees in a technical field).

SPECIAL PROGRAMS

COMMUNITY COLLEGE OF THE AIR FORCE - Many of our airmen are enrolled in programs leading to an AA degree in Applied Sciences based upon credit for Technical Service Schools completed coupled with test credits for the College Level Examination Program (CLEP) and courses completed at various colleges and universities throughout the United States. These personnel are candidates for baccalaureate degrees in technical fields of study with accredited universities. While stationed at Luke Air Force Base, Arizona State University enrollment is the means of furthering their education. However, the majority of these personnel are precluded from doing so, due to the time, money, and distance factors involved.

BOOTSTRAP DEGREE COMPLETION - Airmen with two years of college credit are permitted to apply for permissive temporary duty to attend college for one semester (during duty hours) every eleven months provided it does not interfere with the squadron's assigned mission. Those airmen with three or more years of college credit are eligible to apply for permissive temporary duty to attend college for two semesters to complete their degree requirements with the same aforementioned mission proviso and economic factors.

ADDITIONAL COMMENTS

Should a Westside Branch of Arizona State University offering technical fields of study be established, it could provide Air Force personnel with a more economical means of completing their degree requirements in their off-duty time. It could also provide personnel selected for commissioning programs (AFROTC and/or AECP) with the choice of remaining in their present locale and completing degree requirements without a permanent change of station move, which is costly to both the individuals and the United States Air Force.